APPENDIX C

APPLICATION FOR FUNDING PUBLIC EDUCATION CREATION OF TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR CHILD CARE STAFF

GOAL

To provide practitioners opportunities through hands-on experiences, films, visitations, discussion groups and lectures to

1. explore a variety of ways that child-directed activities can be implemented within practical situations.
2. develop skills in evaluation techniques for the measurement of child-directed activities.
3. explore a variety of environmental designs suitable for setting up more child-directed activities within participants' settings.
4. develop skill in selecting appropriate equipment and materials to enhance child-directed activities.

OBJECTIVES

1. Practitioners will participate in an adult-centered learning experience within an environment that allows individuals to make choices.
2. Practitioners will evaluate their personal level of commitment to a more child-directed approach in teaching.
3. Practitioners will develop skill in evaluating the activities within their own setting as to the degree of child-directedness offered within that environment.
4. Practitioners will plan room/material/equipment changes to accommodate more child-directed activities.
5. Practitioners will have opportunities to discuss problems and concerns with other professionals who have had experiences with child-directed programs.
6. Opportunities will be provided to visit centers with more child-directed approaches.

Format

Practitioners will participate in a six week course offered at Loyalist College. Thus each practitioner will receive a certificate of attendance. The course will run for three hours each evening. A maximum of twenty people has been set per night. A second night will be made available if the number of registrations are sufficient. Students will be required to purchase a course textbook. A number of handouts will be made available to the participants. Current research findings will be shared by the distribution of a variety of pertinent articles. The course is a seminar type course involving the active participation of each individual enrolled.

GEOGRAPHICAL AREA/GROUPS SERVED

The area served is Hastings County and Prince Edward County. The target groups consists of practitioners in the field of early childhood education working in day care centres, nursery schools or private home day care settings.

Pertinent Information

The course offered is an extension of the existing early childhood education program at Loyalist College. It is a new approach intended to increase the awareness of the practitioners to more developmentally appropriate practices in teaching young children. Secondly, a follow up will be provided to practitioners participating in this course. This follow up will include active involvement of the faculty teaching master of this course to help establish, monitor and extend child-directed activities within participating centers. Involvement of this follow up step is entirely by choice of the participants. Additionally, workshops will be held upon request, to involve both parent populations and boards of directors of the participating centers.
Course Dates: May 10 to June 14, 1988.
Time: 7:00 to 9:00 P.M.

Need Establishment

1. Informal survey of existing early childhood education programs indicate a range from 50 to 90% teacher directed activities.
2. Interest in moving toward more child-directed programs has been expressed by practitioners in the past.
3. Letters of support have been included. (see attached)
4. Interest in the community in more child-directed activities has been increased with the recent opening of junior kindergarten classes within the community schools. The philosophy of these centres is a more child-directed approach.
5. Support also comes from several day care/preschool centers that are planning to participate. To date, eight centers have expressed an interest.

Advertisement

1. Advertisement within College calendar of the new course through the Intelligencer.
2. Flyers sent to all existing preschool programs.
3. Flyers on display and distributed through Family Space.

Data Collection

1. Record of the number of participants involved in the project; - number of individuals
   - number of centers
   - continued involvement after completion of course
2. Feedback from participants a) success of course
   b) follow up questionnaire
   to evaluate percentage of child-directed activities implemented.

BUDGET

1. Cost of course (as prepared by college)

Salaries.....	$32.00/hr. x 54 hrs.	= 1188.00
Fringe Benefits.....		= 84.00
Guest Lecturer Fee....	$25.00/hr. x 12 hrs.	= 300.00
Total Salaries.....		= 1572.00
Advertising.....		= 50.00
Copywork.....		= 40.00

2. Requested Funding

Tuition fees.....$22.00/participant course numbers set at 60	= 1320.00
Course textbook/participant...$12.76	= 663.52

Request for funding is for the following reasons;

1. It is a skill development for the practitioners, that directly influences the ability of that practitioner to increase the level of quality care within the preschool center.
2. It will raise the level of competency of the practitioner.
3. Low salaries of the practitioners may prohibit participation if fee structure is imposed. (see attached article)
4. Raise the professionalism of the E.C.E. field in the community.

APPENDIX D

COURSE EVALUATION

Course Evaluation

1.	Was this course worthwhile in terms of obtaining general knowledge about this subject?	Very worthwhile 1 2 3 4 5 Not at all
2.	I developed the ability to recognize good arguments about this subject.	To a great extent 1 2 3 4 5 Not at all
3.	Did you develop the ability to apply principles in new situations?	Yes, significantly 1 2 3 4 5 No, not much
4.	This course gave me the opportunity to develop some original ideas.	To a great extent 1 2 3 4 5 Not at all
5.	The course gave me skills and techniques applicable to my career.	Strongly agree 1 2 3 4 5 Strongly disagree
6.	I looked forward to attending class.	Almost always 1 2 3 4 5 Almost never
7.	The instructor seemed well prepared for classes.	Strongly agree 1 2 3 4 5 Strongly disagree
8.	The instructor was a creative teacher.	Strongly agree 1 2 3 4 5 Strongly disagree
9.	Did the instructor make good use of illustrations and examples?	Yes, very often 1 2 3 4 5 No, seldom
10.	The instructor encouraged fruitful and relevant discussion.	Almost always 1 2 3 4 5 Almost never
11.	The instructor attempted to involve all students in classroom activities.	Strongly agree 1 2 3 4 5 Strongly disagree
12.	Students volunteered knowledge, opinions, or personal experiences in class.	Almost always 1 2 3 4 5 Almost never
13.	I like student-centered classes with lots of discussion.	Strongly agree 1 2 3 4 5 Strongly disagree

14. How would you rate instructional materials?	Excellent 1 2 3 4 5 Poor
15. Were readings well selected?	Yes, all very good 1 2 3 4 5 No, all poor

Comments:

APPENDIX E

PARENT WORKSHOP RATING SCALE

Evaluation of Workshop

1.	How would you rate instructional materials used in this course?	Excellent Poor 1 2 3 4 5
2.	The level of difficulty of the workshop was appropriate for me.	Strongly agree Strongly disagree 1 2 3 4 5
3.	Did this workshop improve your understanding of the concepts and principles of the subject matter?	Yes, significantly No, not much 1 2 3 4 5
4.	Was this workshop worthwhile in terms of obtaining general knowledge on the subject matter?	Very worthwhile Not worthwhile 1 2 3 4 5
5.	Did this workshop increase your interest in the subject matter?	Yes, greatly No, not much 1 2 3 4 5
6.	This workshop was creatively planned.	Strongly agree Strongly disagree 1 2 3 4 5

Comments:

APPENDIX F

PARENT/BOARD OF DIRECTOR'S RATING SCALE

Evaluation of Workshop

1.	The workshop was creatively planned.	Strongly agree 1 2 3 4 5 Strongly disagree
2.	The level of difficulty for the workshop material was appropriate for me.	Strongly agree 1 2 3 4 5 Strongly disagree
3.	Did this workshop improve your understanding of concepts and principles about the subject matter?	A great deal? 1 2 3 4 5 Very little
4.	Can you identify main points and central issues in this area?	Yes, clearly 1 2 3 4 5 Not very well
5.	Did this workshop improve your abilities to solve real problems within your setting?	Yes, significantly 1 2 3 4 5 No, not really
6.	Did the workshop increase your interest in the subject manner?	Yes, greatly 1 2 3 4 5 No, not much
7.	How valuable did you consider this workshop?	Extremely valuable 1 2 3 4 5 Not valuable
8.	Did you develop a clearer sense of professional responsibility from this workshop?	To a great extent 1 2 3 4 5 Not at all

Comments:

APPENDIX G

TIME-LAPSE QUESTIONNAIRE

1. To what degree has your program changed as a result of this course? Please explain.

2. What areas of implementation did you find - most successful? Why?

   - least successful? Why?

3. Were the support services helpful to you personally? Please explain why?

4. Have you used the rating scale again? If so, could you please include a copy of your results.

5. Where course discussions and materials helpful to you in your implementation process? If so, please indicate which ones.

6. Do you have any suggestions to make that would have made your task easier?

APPENDIX H

FACTORS INFLUENCING THE IMPLEMENTATION PROCESS

Factors that Influence the Implementation Process and Possible Strategies, according to Fullan and Park (1984, pp. 35)

Factors Influencing Implementation	Possible Strategies
1. Multiple Guidelines	Sequence guidelines (any given individual should only work on one major change at a time).
2. Board and Community Support	The board should endorse the change and be willing to provide resources to help the implementation process.
3. Time Lines and Monitoring	Time lines need to be established for the implementation of all factors. A continuous process of follow-up activities, information gathering and sharing needs to be established.
4. Clarity and Need for Change	The change needs to be defined. A comparison needs to be developed between desired change and past practices. Materials, teaching strategies, beliefs and individual learning styles must be considered.
5. Quality and Availability of materials	Inventories must be carried out to assess need for acquisition of any new materials or equipment.
6. Supervisory Support Role	Policy should be provided. In-service to supervisory staff to insure leadership/facilitator role.
7. Consultant Role	Establishment with in-service and monitoring strategies to be able to give assistance and to facilitate as needed. Policy also needs to be established.
8. Quality and Amount of In-Service Assistance	A continuous in-service plan needs to be developed.
9. Practitioner/Practitioner Interaction	Opportunity needs to be provided to encourage sharing among

		practitioners in the field, i.e. committees, ~~workshops, meetings~~, etc.
10.	Availability and Use of External Resources	Identification of resources needs to take place, both within the community and outside of the community.

APPENDIX I

POSSIBLE SUPPORT STRATEGIES

Please answer the questionnaire as completely as possible.

1. Would you consider attending meetings/workshops during regularly scheduled times to establish an inter-practitioners support group?

   How often?

2. Would you like to see faculty involvement within your practicum locations to offer support and encouragement?

   Spontaneous, as requested by individuals.....?

   On a regular schedule as identified by the practicum location and the faculty.....?

   As another course, Child-Directed Activities Part Two, Implementation with faculty on site to help.....?

3. Would you like to see a parent workshop/board of directors' workshop offered?

   Would you like to help facilitate the workshop?

   Where would it best be held

   on site.....?

   at the College.....?

   Should all parents of all groups/all boards of directors attend - together?
   - within separate practicum locations ?

4. Would you be interested in establishing a network for sharing resources and equipment?

5. Other Suggestions

APPENDIX J

SUMMARY OF RAW DATA

Type of Scale	Number of Item	Number of Responses per Choice Category 1	2	3	4	5	Total Number of Responses
	1	30	11	4	1		
Course	2	11	26	9			
Rating	3	21	17	7	1		Each
Scale	4	25	14	5	2		category
	* 5	25	15	2	2	1	has
	6	40	6				possible
	7	36	10				46
	8	34	10	2			responses
	9	35	11				
	10	36	9	1			
	11	24	16	6			
	12	20	20	6			
	13	26	12	7	1		
	* 14	37	8	1	1		
	15	39	7				
	1	17	3				
Parent	2	11	9				possible
Rating	3	10	10				20
Scale	4	10	8	2			responses
	5	15	4	1			per
	6	13	6	1			category
	1	18	3	1			
Parent/	2	10	11	1			possible
Board of	3	11	10	1			22
Director's	4	14	8				answers
Rating	* 5	11	8	2			per
Scale	6	16	5		1		category
	7	15	4	3			
	8	13	8			1	

* Indicates discrepancies in totals of numbers. This is due to the fact that some people left certain categories blank, or responded twice to certain items.